



Preconditions

Turlock Unified School District Teacher Induction for Clear Credential

By:

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Table of Contents

TITLE	PAGE
Precondition 9: Faculty and Instructional Personnel	1
Initial Program Preconditions	
Precondition 1: Demonstration of Need	1
Precondition 2: Practitioner's Participation in Program Design	2
General Education (Multiple & Single Subject) Induction Program Preconditions	
1-3	3
4-6	4
Attached Documents	
Bar Graph Indicating Year 1-2 TUSD Induction	5
Preliminary Offer of Employment	6
Participants TUSD Induction Advisory Council Contracts	7-12
First TUSD Induction Advisory Council Agenda w/Minutes	13-14
TUSD Induction Advisory Council Meeting Agenda	15
TUSD Induction Program Brochure	16-17
TUSD Induction Candidate Handbook	18-32
TUSD Induction Log of Time	33
Triad Conversation Form	34-35
Site Administrator Agreement of Duties	36-37
Mentor Application Packet	38-41
TUSD Early Completion Option Application	42
Local Control Accountability Plan 2016-17	43-44
Local Control Accountability Plan 2017-18	45
Local Control Accountability Plan 2018-19	46
Individualized Learning Plan Map	50
Draft of TUSD Scheduled Induction Events	54

GeneralPrecondition #9

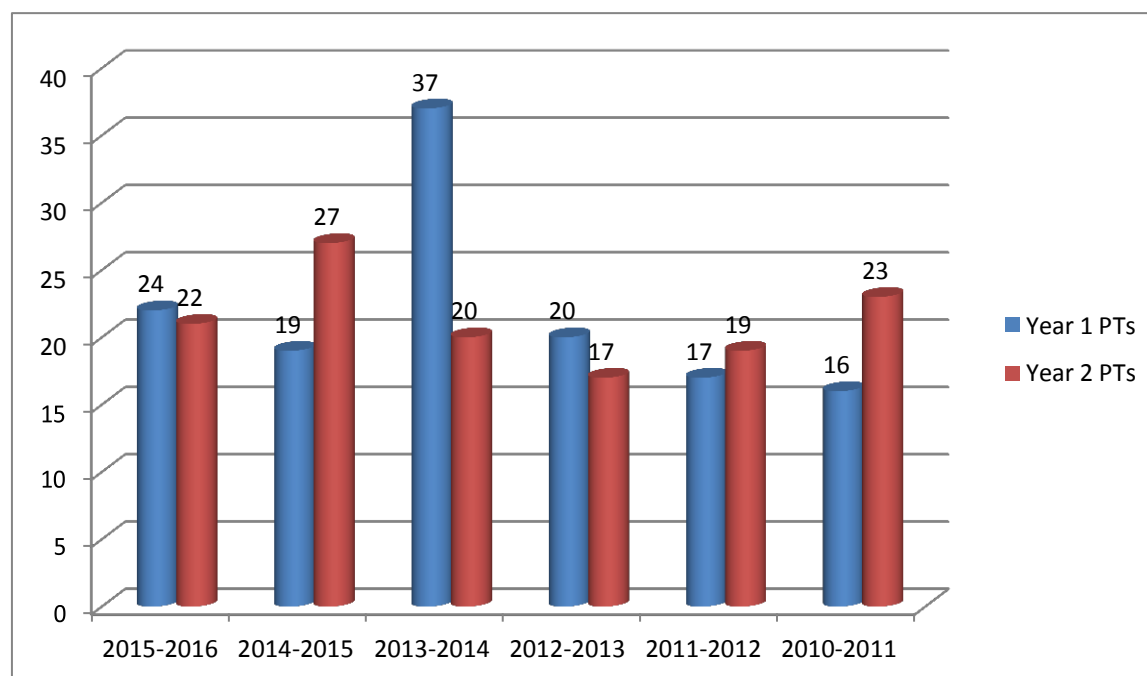
<p>(9) Faculty and Instructional Personnel Participation. All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. <i>Reference: Education Code Section 44227.5 (a) and (b).</i></p>	<p>The Turlock Unified School District does not have faculty or instructional personnel who are in the <i>Department, School or College of Education</i> and is, therefore, exempt from this requirement per Education Code Section 44227.5 (a) and (b).</p>
Initial Program Preconditions	
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Initial Program Preconditions	Narrative Describing How TUSD Meets the Specific Precondition—
<p>(1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of</p>	<p>Currently, Forty-four new teachers from Turlock Unified School District participate in the Stanislaus County Office of Education Induction Program. TUSD seeks approval of its own Induction Program in order to best meet the needs of new teacher hires; thereby, meeting the needs of our student population. Specifically, the TUSD Induction Program will effectively maximize teachers’ time and will provide professional development based on the Induction Program Standards and TUSD educational initiatives. Over the past five years, TUSD has had an average of forty-three participating teachers and future projections indicate this trend will continue.</p>

<p>school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p>	<p>A district-sponsored Induction Program will facilitate the scheduling of events and trainings; in addition, TUSD will continue to maintain fiscal responsibility. Additional personnel including an induction program coordinator, mentors, clerical staff and trainers will be hired as needed. Such fiscal demands have been accounted for in the TUSD Local Control Accountability Plan (LCAP). *Induction Coordinator was hired on July 20, 2015.</p>
<p>(2) Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.</p>	<p>The TUSD Induction Program ensures that practitioners of the program have been actively involved in the design and development of the program's philosophical orientation, educational goals, and content emphases. Meetings to discuss and provide input have been and will continue to be offered throughout the year and recommendations based on the Induction Program standards are considered and implemented to address the ongoing improvement efforts necessitated by the participating teachers. Input has been gathered from the TUSD Induction Advisory Council which is made up of district teachers who were once support providers or participating teachers (elementary and secondary), current mentors, a district HR representative, the Turlock Teachers' Association president, the Chair of the Department of Teacher Education at our local university, an elementary principal, a secondary principal, the Director of Curriculum and Instruction, and the Coordinator of Professional Development and Induction. Input is also gathered from our current mentors at our monthly mentor meetings.</p>

<p><i>The following Preconditions apply to all institutions applying to the Commission for approval to offer a General Education (Multiple and Single Subject) Induction program. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions as well as these additional 6 preconditions.</i></p>	<p style="text-align: center;">General Education (Multiple & Single Subject) Induction Program Preconditions</p>
<p>1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.</p>	<p>The Turlock Unified School District (TUSD) Induction Program is a two-year job-embedded professional learning experience that incorporates a purposeful, logically sequenced structure of extended preparation and professional learning opportunities critical to meeting the needs of all P-12 students is the development and retention of quality teachers. The TUSD Induction Program will ensure the successful transition of preliminary credentialed teachers to their first teaching assignment. It fulfills the requirements for the California Clear Multiple and Single Subject Credentials. The TUSD Induction Program has designed a "map" to guide new teachers in the completion of their Individualized Learning Plan (ILP). The "map" is the ILP, but there are a variety ways to complete the ILP (e.g. video log or narrative). The ILP is completed with the support and guidance of an assigned mentor and district-provided professional development.</p> <p>The Turlock Unified School District will assign a qualified mentor to each participating teacher within the first 30 days of the participant's enrollment in the program. Mentors and participating teachers will be matched according to grade level and/or subject area as appropriate to the participant's employment.</p> <p>TUSD assures that each participating teacher has <i>at least</i> one hour per week of interactions with mentor to review classroom work, review ILP work and activities, discuss issues, lesson plan, etc. Such interactions include</p>
<p>2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.</p>	
<p>3. Each Induction program must assure that each participating teacher receives</p>	

not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.	paper work, regular meetings, and the “just in time” support necessary to keep our best teachers in the profession. Mentors keep track of these interactions on a log and submit the log monthly for coordinator review.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program.	The individualized learning plan (ILP) will address the candidate’s goals in relation to the California Standards for the Teaching Profession and the ILP will provide the road map for candidates’ Induction. Within the ILP, professional learning and support opportunities will be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry. The ILP will be determined within the first 60 days of teacher's enrollment in the program.
5. The Individualized Learning Plan must be designed and implemented solely for the growth and development of the participating teacher and not for evaluation for employment purposes.	Although the ILP is created with input from the principal, the ILP is implemented for the sole purpose of the growth and development of the participating teacher. It is at no time used for evaluation for employment purposes. At the time of the site administrator training, the principal or principal designee signs an agreement to indicate that the ILP cannot be used for evaluation for employment.
6. An Induction program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.	<p>The Turlock Unified School District Induction Program will make available and advise candidates of an Early Completion Option (ECO) for those candidates who demonstrate experience and exceptional teaching practices based on the program’s established criteria:</p> <p>Eligibility as an Early Completion Candidate in a Teacher Induction Program</p> <p>The following criteria are aligned with the legislative intent of SB 57 to serve experienced and exceptional candidates. To be eligible, candidates must hold a preliminary multiple or single subject credential and meet one of the following minimum requirements in both experience <i>and</i> exceptional areas:</p> <ul style="list-style-type: none"> ▪ Private or Out-of-State teachers with two or more years of teaching; verification of teaching experience will be provided through at least three rigorous positive evaluations from site administrators ▪ Graduate of an Intern Program with two years of participation in the program <i>and</i> rigorous, positive evaluations from the University Supervisor, Site Administrator, and Supervising Teacher. <p>Participating teachers who feel they meet the above criteria must apply by submitting the following: A written rationale explaining how they meet the criteria for Early Completion. The letter should reflect on your exemplary practice related to the California Standards for the Teaching Profession, professionalism, and commitment to teaching practice. Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment. Evidence of exceptional teaching practice during prior professional experience with a minimum of three (3) teacher performance evaluations completed in the prior 18 months including one by the most recent evaluator. Three (3) current letters of recommendation (within the last six months) from educational administrators who have observed your teaching. Letters should address expertise related to the California Standards for the Teaching Profession. A letter from your current Turlock Unified School District site administrator describing your teaching assignment and indicating support for your participation in a one-year Induction program.</p>

Bar Graph Indicating Year 1-2 TUSD Induction Participants



TURLOCK UNIFIED SCHOOL DISTRICT
1574 East Canal Drive
Turlock, CA 95380
Human Resources Office

PRELIMINARY OFFER OF EMPLOYMENT

{Name}

Notice is hereby given of intention to present your name to the Board of Trustees for election as an 8th grade Language Arts/U.S. History teacher at Dutcher Middle School, effective August 11, 2015.

This election is subject to the laws of California, rules of the State Board of Education and the governing Board of the Turlock Schools. The applicant shall possess the proper teaching credential. This Offer of Employment becomes VOID if you do not submit this signed Acceptance to the Human Resources Office within ten (10) calendar days of the date indicated immediately below.

May 18, 2015

Assistant Superintendent/Human Resources

Col. 01/Step 01 (Tentative Salary Placement - pending verification of units and experience)

ACCEPTANCE

I will accept the position offered above under the terms and conditions of the rules, regulations and salary schedule of the Turlock Unified School District. I understand that your offer is conditioned upon the Board of Trustees approving my election. I understand that I will receive written verification of the Board's final approval.

Date

Signature

TUSD Induction Program Advisory Council

The TUSD Induction Program provides a comprehensive system to support preliminary credentialed teachers seeking the Professional Clear Credential. As part of the ongoing process of articulating the program, the role of the Induction Advisory Council is to provide feedback in the various levels of the Learning to Teach Continuum in order to maintain a vibrant, innovative Induction program. District partnerships are critical in the effective implementation of program goals. Thank you for your support of this program.

Purpose

- Gain a working knowledge of the Standards of Quality and Effectiveness for Professional Teacher Induction Programs.
- Be able to clearly communicate the program's rationale, goals, and design to school district leaders and administrators, school officials, bargaining units when present, and others responsible for employing, assigning and supporting participating teachers.
- Collaborate with other Advisory Council members to advise and make recommendations to the Leadership Team and Program Director on:
 1. TUSD Induction Program design, policy, and implementation
 2. budget development, revision, and implementation
 3. professional development for Beginning Teachers, Support Providers, and District Administrators
 4. the comprehensive program evaluation system, its data results, analyses, and implications for program improvement

Meetings/Professional Development

- Attend all Advisory Council meetings or send representative
- Participate in the TUSD Induction accreditation cycle
- Attend professional learning opportunities as it relates to your role as a member

Expectations

- Review Accountability Report with district administrators (bi-annually)
- Positively represent and educate TUSD Induction to the community at large
- Represent district in all voting issues relevant to induction and policies necessary to systematize the credential approval process
- Attend one Portfolio Review

Member Signature _____

Date _____

Print Name _____

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Member Signature

Crystal Villanueva

Date

8/31/15

Print Name

Crystal Villanueva

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- Attend one Portfolio Review *Cannot commit to this one. May is a very busy month for me*

Member Signature _____

Date 8-31-15

Print Name _____

Elmaro Costa

August 31, 2015

First Induction Advisory Council Meeting

1. Thank you and Introductions with info sheet
2. Our Purpose –I let attendees know that this is an awesome responsibility that should be at least a bit fun. ➔I would also like to keep this council together for two-three years, so we can see one section of the Induction program all the way from inception/beginning to year 2.
3. Expectations for all with “contract”
Made point of attending at least one “binder” read day.
4. Discussion of where we are in the process
 - a. Timeline – I shared the 18-month timeline and the fact that we are in an awkward position because the State has placed a moratorium on new programs until it updates new TPEs, Common Standards, and Program Standards.
 - b. Preconditions – Gave all members present a copy and asked that they review these to make changes, updates, or ask questions at our next meeting.
 - c. Common Standards - Gave all members present a copy of the new Standard 1 (as much as I have) and asked that they review these to make changes, updates, or ask questions at our next meeting.

➔Additionally, Dr. Costa asked us to put a focus on the **support for interns**, as most districts are hiring a number of these due to the teacher shortage. Dr. Costa also mentioned that interns are not only the teacher of record in a classroom, but they are taking their preliminary credential coursework, and they are participating in an extra 144 hours of

training that should be split evenly between the district and the university. He then defined some terms for us:

PIPs= Pre-Intern Permit; **STiPs** = Short-term Permits (just requires BA & CBEST).

Kea and I agreed that we would write an Intern Support Program separate from Induction (It *must* be separate.). *We do currently have peer support for our interns and we let coaches which teachers at their sites are interns.

➔Next, Dr. Costa asked if, as we are writing our program, we could devise an assessment/keep track of how prepared students from the university are as teachers. *I am going to work on this ASAP in relation to our induction plan (?).

➔Finally, before setting future dates, we asked Crystal to tell us a bit about her experience in the program and what she found most helpful and what she did not find helpful. Crystal told us that she LOVED her support providers and found it most helpful when they were on campus. Year 2 was a little more difficult because her support provider was off-campus, so she sometimes had to have “e-mail meetings.” Crystal enjoyed the interaction with other PTs at Induction events; however, she found the switch to LiveText rather distasteful since a large portion of each event was spent just getting people onto the site and dealing with all technical difficulties. **Those are all important ideas for me to consider as I work on our induction program.


5. Set next meeting – **Tuesday, September 22nd from 4-5pm at PDC.** I will have (hopefully) the rest of the common standards ready for the group to review.
 - a. **Tuesday, October 13th from 4-5 pm at PDC.**
 - b. **Tuesday, December 1st from 4-5 pm at PDC.**

March 22, 2016


Induction Advisory Council Meeting


1. WELCOME!
2. PROGRAM/DISTRICT CHANGES: Program standards are in the process of changing with the district changes:
 - a. Mentors will have no more than two candidates
 - b. Teachers who wish to be mentors must apply (look at application)
 - c. Instructional coaches will still be mentors as well, but they will only be allowed up to two candidates.
3. STATE CHANGES:
 - a. Memo from governing board
 - b. Accreditation 101
 - i. May 10th
 - ii. Fiscal officer, unit head, director, HR, university
 - c. 12 criteria (see attached)
 - d. Provisional approval
 - e. Full approval
4. BUDGET: see attached
5. INTERNS: Continuing support for interns
6. Next Meeting: **Wednesday, May 11th at 4pm. (???)**


WHO


 New teachers who hold a California Preliminary Credential

How Do I Enroll?

 Complete the Induction Intake/ Credential Evaluation form.

 Attend an Induction Orientation meeting.

 Learn more about the program and what it has to offer.

 Complete the Candidate Agreement (found on the program website)

Contact Information

TUSD INDUCTION: OFFICE OF CURRICULUM AND INSTRUCTION

1461 Lyons Ave., Turlock, CA 95380

MAIN OFFICE: (209) 667-2407

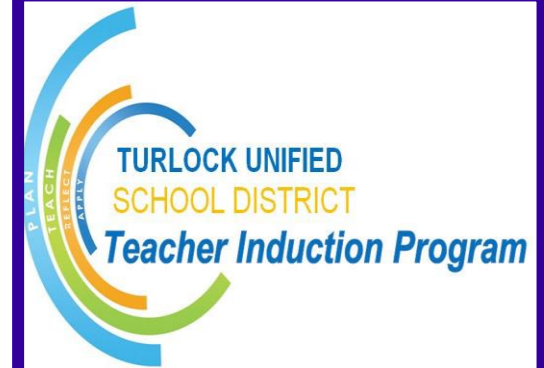
PROGRAM COORDINATOR:
(209) 667-2407, x405

Denise Duewell—dduewell@turlock.k12.ca.us

HUMAN RESOURCES TECHNICIAN:
(209) 667-0637

Marilyn McMurphy—
mmcmurphy@turlock.k12.ca.us

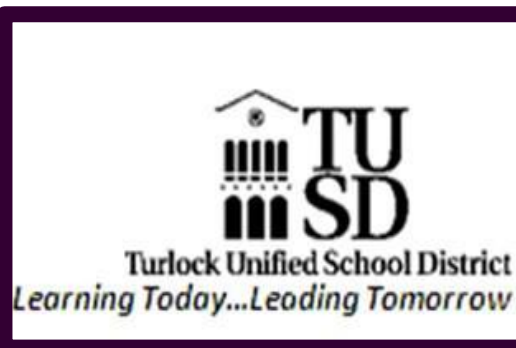
Turlock Unified School District Induction Program



Mission and Vision

The **Mission** of the Turlock Unified School District Induction Program is to ensure intensive individualized support and assistance for each new teacher with the dual goal of increasing teacher retention and improving the success of all students. The program will promote the development of a growth mindset in new teachers by working collaboratively with a mentor through inquiry and data analysis to assist new teachers in designing differentiated lessons to accommodate the cultural, linguistic, socio-economic and academic diversity of their student population.

The **Vision** of the Turlock Unified School District Induction Program is for every student to have a highly qualified teacher who is dedicated to life-long learning and committed to growing professionally, implementing strategically, reflecting continually, collaborating respectfully, and differentiating accordingly while providing a safe, inclusive, fair and equitable learning environment that will promote citizenship and successfully prepare them for college and career.



Induction

Why?

Clear Credential:

Earn a Clear Credential for your Multiple Subject and/or Single Subject General Education Preliminary Credential. The state of California requires that all preliminary credential holders clear their credentials through induction.

Program Cost

***Earn your Clear Credential at
NO cost to you!***

Induction Requirements

Mentor:

You will work with an experienced TUSD mentor teacher /Instructional Coach:

- ✎ District Instructional Coach/or Mentor
- ✎ On-going support and resources
- ✎ Monthly observations

Induction Requirements, Con't

Attendance:

Required to earn Clear Credential!

- ✎ Orientation
- ✎ Monthly meetings
- ✎ Weekly communication & meetings with mentor
- ✎ Determine two year Induction Learning Plan (Your goals for the two-year program)

F.A.C.T.:

Formative Assessment for California Teachers process:

- ✎ Module A: Context for Teaching
- ✎ Module B: Assessment of Teaching
- ✎ Module C: Inquiry
- ✎ Module D: Summary of Teaching
- ✎ Module E: Self-Assessment

Exit Interview:

- ✎ Meet with members of the Induction Advisory Council to answer interview questions and to share evidence of meeting your ILP goal.

Orientation

✎ **Meet your Mentor**

✎ **Register with our current learning management system.**

✎ **Make connections with other new teachers in our district.**

✎ **Discover the requirements for earning your
CLEAR CREDENTIAL**

✎ **Determine whether or not you are qualified for the Early Completion Option (ECO):**

✎ **Two years as teacher of record.**

✎ **Three rigorous positive evaluations**

✎ **Letter of recommendation from current Administrator**

✎ **Personal statement as to why you should be considered for ECO.**

Turlock Unified School District Induction
1574 Canal Dr.
Turlock, CA 95380
Tel 209-667-2407 x2809
Fax 209 – 656-1643

INDUCTION CANDIDATE HANDBOOK

2016 - 2017

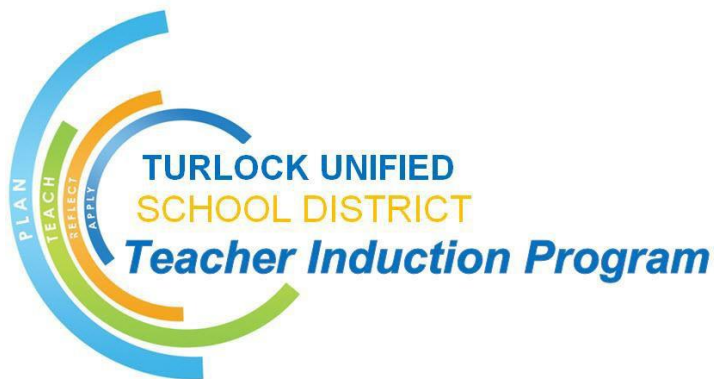


TABLE OF CONTENTS

Contents

Non-Discrimination Information	1
Welcome Message	2
Mission and Vision Statements	3
Admission Requirements	3
General Information about Induction	4
General Due Dates	6
Appeals Process	6
Clear Credential Recommendation	9
Early Completion Option	10
Other Important Ideas and Reminders	11
Fiscal Sustainability	12
Contact Information	13

NOTICE(S) OF NON-DISCRIMINATION

INDUCTION NON-DISCRIMINATION

The Turlock Unified School District Induction Program adheres to the District Notice of Non-Discrimination:

Turlock Unified School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics. TUSD requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

El Distrito Escolar Unificado de Turlock prohíbe la discriminación, el hostigamiento, la intimidación y el acoso en los programas educativos, actividades o el empleo sobre la base de la ascendencia real o percibida, edad, color, discapacidad, identidad de género, expresión de género, la nacionalidad, la raza o el origen étnico, la religión, el sexo, orientación sexual, los padres, el embarazo, la familia o el estado civil, o asociación con una persona o un grupo con una o más de estas características reales o percibidas. TUSD requiere que el personal escolar tome medidas inmediatas para intervenir cuando sea seguro hacerlo y cuando él o ella es testigo de un acto de discriminación, hostigamiento, intimidación o acoso.

WELCOME

Welcome to the Turlock Unified School District Induction Program! We are happy you have joined our team. Whether you are new to the profession or new to TUSD, our department strives to provide you with personalized levels of support needed to assist you as you enhance your teaching practice. Remember - research continues to show that quality teachers have the biggest impact on a child's education.

Opening Doors for More



MISSION AND VISION STATEMENTS

The **Mission** of the Turlock Unified School District Induction Program is to ensure intensive individualized support and assistance for each new teacher with the dual goal of increasing teacher retention and improving the success of all students. The program will promote the development of a growth mindset in new teachers by working collaboratively with a mentor through inquiry and data analysis to assist new teachers in designing differentiated lessons to accommodate the cultural, linguistic, socio-economic and academic diversity of their student population.

The **Vision** of the Turlock Unified School District Induction Program is for every student to have a highly qualified teacher who is dedicated to life-long learning and committed to growing professionally, implementing strategically, reflecting continually, collaborating respectfully, and differentiating accordingly while providing a safe, inclusive, fair and equitable learning environment that will promote citizenship and successfully prepare them for college and career.

ADMISSION REQUIREMENTS

In order to be admitted into the Turlock Unified School District Induction Program, a teacher must be employed by TUSD and meet the following requirements:

- Possess one of the following California preliminary credentials:
 - ❖ Multiple Subject
 - ❖ Single Subject

Or

- Possess a preliminary credential from out of state:
 - ❖ Multiple Subject
 - ❖ Single Subject Or
- Possess a clear credential from another state that does not offer an English Learner authorization:
 - ❖ Multiple Subject
 - ❖ Single Subject

GENERAL INFORMATION ABOUT TUSD INDUCTION

The Turlock Unified School District (TUSD) Induction Program is a two-year job-embedded professional learning experience that incorporates a purposeful, logically sequenced structure of extended preparation and professional learning opportunities. Critical to meeting the needs of all TK-12 students is the development and retention of quality teachers. The TUSD Induction Program will ensure the successful transition of preliminary credentialed teachers to their first teaching assignment. It fulfills the requirements for the California Clear Multiple and Single Subject Credentials.

Candidate support will begin by using a bridging document to transition from a pre-service teacher preparation program to first teaching assignment. The bridging document provides instructional personnel, especially mentors, with background knowledge of the candidate in order to tailor initial support from the onset of the working relationship. Thereafter, the California Standards for the Teaching Profession (CSTP) will provide the foundational structure for the ongoing work in Induction.

The TUSD Induction Program will provide an Individualized Learning Plan (ILP) map as a guide to assist candidates in setting professional goals for themselves as well as goals for their students with the ultimate result being strong, knowledgeable, reflective, and thoughtful teachers. Additionally, Turlock Unified School District and the Educational Services Team, made up of the Coordinator of Induction, the Director of Curriculum and Instruction, the TUSD Instructional Coaches, and the Assistant Superintendent of Educational Services, will provide meaningful professional development, seminar trainings, and on-site support for the effective implementation of research-based instruction.

Induction candidates enter their first teaching assignment with a wealth of knowledge in myriad

perspectives: area of concentration, child development, and teaching methodology. Preliminary credentialed teachers are prepared to build and extend their capacity. The ILP is designed to be completed with the support of a qualified and trained mentor. The mentor guides, observes, and provides feedback for evidence of classroom practice based upon the focus of the candidate's ILP. Additionally, the mentor coaches the candidate using reflective conversations to analyze the lessons taught and the student-generated work. Also, because first-year teaching can be overwhelming and a little scary, the mentor provides "just in time" support for candidates faced with difficult decisions, first-time conversations with parents, classroom management issues, report card questions, or simply being emotionally drained.

Within the first 60 days of induction, candidates, their mentors, and their principals sit down to discuss and craft an Individualized Learning Plan (ILP), which acts as the focus for the candidate's time in induction. The ILP includes the candidate's goals for professional growth, including goals for successfully employing district initiatives and for meeting each of the California Standards of the Teaching Profession (CSTPs). At the beginning of the year, teachers focus on their teaching environment by establishing routines and procedures and collecting information about their students in order to best meet the needs of their students. Year 1 candidates participate in an observation related to establishing effective procedures in the classroom to help them determine and set effective procedures. As candidates progress through each year, the ILP acts as a "live" journal in which candidates document successes, failures, lessons learned, and they reflect in order to push themselves further and to help their students be successful. All candidates either observe experienced teachers or they watch videotapes of experienced teachers in order to analyze the lesson in terms of particular CSTPs. Year 2 and ECO candidates observe colleagues in areas related to CSTPs three and four; whereas, Year 1s spend time observing primarily in CSTPs one and two. All candidates are asked to analyze the information in relation to their own professional growth. Next, during the third quarter, teachers are observed, they conduct more observations, and they collect evidence and reflect upon evidence in their ILPs. Candidates and mentors sit down to reflect and discuss where the candidate is with the CSTPs, and they revise the ILP as necessary or desirable. Thereafter, self-reflection and subsequent activities follow with the intention of improving teacher practice. In this model, all candidates participate in observations of colleagues that will provide them with discussion and reflection topics. Finally, they add an overall reflection of their year in the form of a Summary of Teaching & Learning. In this module, participating teachers examine the teaching practices that had the most impact on students and make plans to continue the work in the following year. This provides another opportunity for possible revisions to the ILP.

Candidates and their mentors will attend monthly meetings/events. Because attendance is mandatory, a variety of dates will be set up to ensure that all candidates and their mentors can attend. The TUSD Induction Coordinator will oversee the purposeful and logical organization of events necessary for the successful implementation of the Induction Program, including annual observations of candidates throughout the program.

GENERAL SCHEDULE OF DUE DATES & COLLECTIONS

August = MOU, Triad Conversation 1, ILP draft, PBIS, procedures Intro to Continuum of Teaching Practice (CoP)

September = Procedures, PBIS, technology in the classroom, ILP work, observations, CoP

October = Equity among student groups, ILP work, observations, CoP

December/January = Triad 2, review/rewrite ILP, **First semester work due for check-in**

January – March = Increasing parent involvement, assessments, observations, CoP

April – May = Wrap-ups, final reflections on the year, CoP

May = **All work due for assessment**, Exit Interviews

APPEALS PROCESSES

1. Mentors:

If candidates and mentors are unable to work collaboratively, there is a process to follow to try to remedy the situation and/or change mentors.

- Either the mentor or the candidate should notify the Induction Coordinator.
- The coordinator will meet with the candidate and/or with the mentor to discuss possible issues.
 - During the meeting, notes are taken, and the group will brainstorm ways to resolve the issues. Every attempt is made to correct the issues between the pair; however, if a change is necessary, it will be made by the Induction Coordinator in a timely manner.
 - Both the candidate and mentor sign the notes from the meeting and the notes are filed with the candidate's records in the Induction office.
- The request for a change must be made by either the candidate or the mentor on the *Guidelines for Mentor and Candidate Reassignment* form.
- This change will be made by assigning a support provider from another site or by requesting a teacher at the candidate's site to take on this role.

2. Eligibility:

If new teachers are denied eligibility, they are encouraged to speak with the Coordinator of Professional Development and Induction. At that meeting, the new teacher will be informed of the criteria that must be met in order to participate in induction.

- The new teacher must possess or have applied for a general education credential (SB 2042) and receive the credential within the first sixty days of the school year. After that time, the teacher will be asked to wait until the following year for induction.
- At this meeting the new teacher will be given a document to sign, stating that he/she has been advised of the policy.

3. Candidate Work:

Satisfactory completion of work is based on a rubric for the ILP and written or spoken journal, evidence, and reflections.

- All work is read (and/or watched) and evaluated by one person who is not a mentor for that particular candidate.
- If the candidate earns an unsatisfactory score on more than one assignment, then the work will go on to a second reader.
- If the candidate again scores unsatisfactorily on more than one assignment, the work will be passed to the Induction Coordinator and a member of the appeals committee who will then read the work and set up an appointment with the candidate. An incomplete assignment will result in immediate review by the Induction Coordinator and the appeals committee member for possible appointment and resubmission.
 - At this appointment, the coordinator, the committee member, and the candidate will work together to set goals and devise a timeline for resubmitting the incomplete sections of work. This time frame will not exceed four months, and it must be noted that the next steps in induction cannot begin until the prior year's work is complete (i.e. Year 2 may not begin before Year 1 work is complete). Also, as per eligibility requirements, if the work is not complete within the first 60 days of the school year, the candidate will be required to wait until the following school year to finish Year 2.
 - During this appointment, the candidate and the team may determine that a series of observations might be beneficial.
 - If the candidate is unable to complete the assignments in the agreed-upon time frame, not to exceed four months, the work will carry over into the new school year with a substitute assignment and new time frame given. Again, it must be noted that the next steps in induction cannot begin until the prior year's work is complete (i.e. Year 2 may not begin before Year 1 work is complete). Also, as per eligibility requirements, if the work is not complete within the first 60 days of the school year, the candidate will be required to wait until the following school year to finish Year 2.
 - The end-of-program interview will not be scheduled until all pieces of the Individualized Learning Plan Journal have been satisfactorily completed.

If a candidate disagrees with being asked to repeat a section prior to Year 2 or prior to the end-of-program interview and recommendation for a Clear credential, the candidate may appeal the decision.

- In order to appeal, the teacher must write a letter to the Director of Curriculum and Instruction stating that he/she wishes to appeal the specific decision.
- Along with the written notice of appeal, the teacher must supply a copy of the document notifying the candidate of the Induction program decision and evidence the candidate wishes to supply in order to dispute the decision.
- Once the director has the notice of appeal and the evidence from the candidate, the director will meet with the Induction Coordinator and the Appeals Committee to set a date and time for a “hearing.”
- The candidate will be notified of a “hearing” by both telephone and written notice. This hearing is an opportunity for the candidate to verbally state his/her position, supply evidence, and bring a representative.
- When a final determination has been made, the candidate will be notified in writing.

4. Candidate Recommendation:

After the candidate has submitted his/her work and passed that portion, all Year 2 and ECO candidates are required to take part in an exit interview. This interview is designed to demonstrate teacher competence and growth throughout the time spent in the program. Members of the Induction Advisory Council are on the interview panel. The rubrics for the interview are in the appendix and the topics are as follows:

- Describe a standards-based lesson you have taught:
- Explain how you structure learning opportunities and support that make the curriculum engaging, comprehensible, and challenging for special population students, including English Learners, students with disabilities, and those who will benefit from enrichment.
- The implementation of Positive Behavior Intervention and Supports is one of our district initiatives. Explain what Positive Behavior strategies you employ in your classroom.
- Describe an area in which you have grown over the last two years. What has helped you to grow and strengthen your skills in this area?
- Teachers are always learning and developing their craft. Describe a goal you have for your classroom/teaching.

If the candidate does not successfully complete the interview, a second opportunity to interview with the Induction Coordinator and Director of Curriculum and Instruction is arranged. At the end of the interview, the candidate will be made aware of any other information that needs to be submitted.

*The Appeals Committee is made up of Induction Advisory Council members and a district instructional coach who is not currently a mentor.

CLEAR CREDENTIAL RECOMMENDATIONS

Participating teachers earn the induction program's recommendation for a Clear Credential by submitting documentation to verify completion of the program's requirements. To do so, a candidate has the responsibility of:

- providing verification that the district has informed him/her about:
 - state and federal reporting requirements relating to child abuse and neglect.
 - the adopted program for the teaching and support of English language learners.
 - providing verification that he or she has collaborated with caregivers, classroom teachers, special education teachers and support persons for the transition of a special education student to the least restrictive environment,
 - building an electronic formative assessment journal for each year of the program that houses all of the completed entries required,
 - submitting the completed journal at the end of years one and two,
 - procuring current student data for his or her students and analyzing it as part of journal entries,
 - providing evidence of the use of available technology which includes:
 - using technological resources,
 - using technology to assess, plan and deliver instruction so all students can learn,
 - demonstrating awareness around privacy, security and safety.
 - participating in a credential clearing interview with member(s) of the Induction Advisory Council.
 - providing the Induction Program Coordinator with up-to-date information regarding current address, phone number, teaching assignment, and any changes in surname.
- *All information EXCEPT surname can be changed by the candidate in his/her Learning Management System account. Changes to surname MUST be emailed to dduewell@turlock.k12.ca.us.

Once a candidate has completed all of the requirements for the Induction Program, staff will send an application for the Clear Credential and instructions to the candidate. The candidate is responsible for returning the forms to the Induction Coordinator. An online recommendation will be made on behalf of the teacher by the Induction staff to the California Commission on Teacher Credentialing (CCTC) for the Clear Credential. **It is the responsibility of the**

candidate to correctly complete and submit the application for the Clear Credential to program staff in a timely manner.

*Until a candidate has successfully cleared a credential, he/she may be held accountable for any additional requirements the California Commission on Teacher Credentialing adds.

EARLY COMPLETION OPTION

Underlying Philosophy: There are some teachers who have had years of successful teaching experience outside of California and others who have earned their preliminary credential through an intern certificate program. Because participation in intern programs ensures candidates support in their content area/grade level along with professional development, they are often well-suited for an Early Completion Option (ECO). This option is available to better serve *experienced* and *exceptional* teachers.

For the purposes of identification, exceptional shall be defined by 1) administrative evaluations that label the teacher's overall performance as meeting or exceeding standards and 2) a letter of recommendation from the candidate's current administrator.

Eligibility Requirements for Candidates:

1. Hold a Preliminary General Education Multiple or Single Subject credential or a Level 1 or preliminary Education Specialist credential.
2. Be currently employed as the teacher of record.
3. Document a minimum of two years prior teaching experience as the teacher of record.
4. Submit authenticated performance evaluations (meeting or exceeding standards) from two prior years of teaching.
5. Submit a letter of recommendation from current site administrator supporting candidate readiness and participation in the ECO.
6. Meet with Induction Coordinator to discuss the option.

Early Completion Option Requirements:

Candidate must do the following:

- Complete the electronic journal with all Components, including Year 1 and ECO.
- Complete verifications throughout the year.
- Earn a passing score on the electronic journal.
- Pass the Exit Interview

OTHER IMPORTANT IDEAS AND REMINDERS

The program keeps a Completion Checklist on file and updates it regularly. The program will communicate with candidates about their completion status. The State of California has many Induction Programs, each of which addresses the completion requirements in a unique way, taking advantage of its local resources and professional development opportunities. Should a teacher who has not yet completed induction take a teaching position in a district outside of the TUSD Induction Program, he or she may encounter different and/or additional completion requirements. TUSD Induction Programs will provide verification of the requirements completed with this program upon request by 1) either the participating teacher or 2) the current induction program. This verification will guide the personnel of the receiving induction program in regard to determining which of its completion requirements may already be met through participation in this program. However, it should be noted that the receiving induction program will be responsible for recommending a candidate for his or her Clear Credential and, therefore, determines the requirements for completion for the transferring teacher candidate.

Important Reminders

1. Completion of the TUSD Induction Program is the responsibility of the candidate.
2. The candidate who does not complete the TUSD Induction Program as required by the language on the face of his/her preliminary credential, cannot be recommended for a Clear Credential and may lose his or her license to teach in California.
3. The requirements outlined in this document to complete the TUSD Induction Program are specific to this program. The candidate who transfers to another induction program must meet the requirements specific to that program.

Leave of Absence from TUSD Induction

Taking a leave of absence (maternity, medical, etc.) from Induction requires the candidate to contact the mentor and the coordinator. Based upon what point this occurs in the year and the duration of the leave, the Coordinator can then best determine whether makeup would be allowed, or if completing all or part of the Induction year in the next fiscal year would be most appropriate.

FISCAL SUSTAINABILITY

Through the LCAP, the Office of Professional Development and English Learner Programs (PDELP), the Office of Fiscal Services, and the Office of Human Resources will provide the material, physical, and fiscal support to ensure the program is aligned to district initiatives and is addressing the needs of candidates. This will be monitored through the district LCAP. All references to the LCAP and Induction can be found on the TUSD website under the LCAP webpages.

Contact Information

SHELLI SANTOS
DIRECTOR OF CURRICULUM
AND INSTRUCTION



Tel209-667-2407 x2810
ssantos@turlock.k12.ca.us

DENISE DUEWELL
COORDINATOR OF
PROFESSIONAL
DEVELOPMENT AND
INDUCTION



Tel209-667-2407 x2809
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ANN GRAY
ADMINISTRATIVE
SECRETARY FOR THE OFFICE
OF CURRICULUM AND
INSTRUCTION



Tel209-667-2407
agray@turlock.k12.ca.us

Company Information

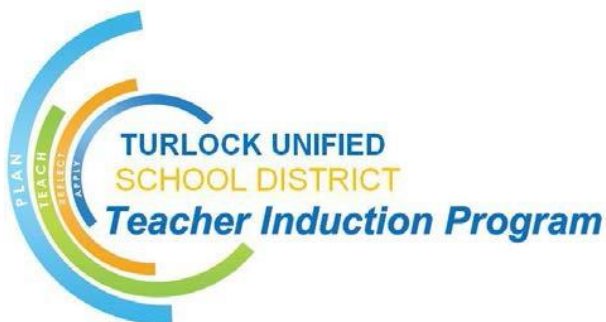
Turlock Unified School District Induction

1574 Canal Dr.
Turlock, CA 95380

Tel209-667-2407

Fax 209 – 656-1643

[Website]



TUSD Induction Log

Month and Year _____

Candidate's Name (Print): _

Your Name (Print): _

As a mentor, you have agreed to interact with your candidate *at least* one (1) hour per week. Please log **each** interaction and any other activity you do with/for your candidate. *Please keep in mind that your candidate is new to the teaching profession and relies upon your professionalism and your support in order to become the very best teacher possible.

	DATE	DESCRIPTION of ACTIVITY	TIME SPENT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		TOTAL TIME SPENT :	

At the end of the month, please total your hours spent with/for your candidate. Next, have your candidate sign the sheet before you submit it to the Office of Curriculum and Instruction by the 5th of the following month.

Mentor's Signature

Candidate's Signature

Triad Conversation

Please make an appointment with your administrator and mentor when you can all meet at the same time.

This meeting should be held before attending _____ and before your first **formal** observation by your administrator. Have your support provider take notes on the following conversation.

Date of Meeting: _____

Administrator Name: _____

Administrator Phone: _____

Please discuss the following at your meeting:

What are the district and site goals/initiatives for this academic school year? What would attainment of these goals look like in your classroom?

Considering the context of your specific teaching assignment and the students in your classroom this year, what strategies do the three of you feel would be beneficial? What instructional best practices might improve student achievement?

Have a discussion around what an observer would expect to see in your classroom that demonstrates competence in the CSTPs below.

Year 1: CSTP 1, 2, 5

Year 2: CSTP 3, 4, 5

ECO: CSTP 1, 2, 3, 4, 5

Discuss any additional goals or interests you might have as an educator. What are those goals/interests? Might they fit into your Professional Learning Plan for the year?

<p style="text-align: center;">Site Administrator Agreement of Duties</p>

I, _____, understand that my work in providing effective leadership in the support of new teachers is important to their success in the classroom. I am knowledgeable about the state-adopted academic content standards and performance level for students, the California Standards for the Teaching Profession (CSTP), pre-service teacher preparation, Induction Standards, and on-going professional development. I must assume certain responsibilities for facilitating and ensuring that my Participating Teacher successfully completes the Induction Program requirements for recommendation of a California Clear Credential.

I agree to:

- Participate in professional development for site administrators to become familiar with program components: Formative Assessment for California Teachers (FACT), California Standards for the Teaching Profession (CSTP), Induction Standards, and development of the Individual Learning Plan. Additional content of this training will include:
 1. Preparing teachers across the learning-to-teach continuum
 2. Stages of teacher development
 3. Identifying working conditions that optimize Participating Teachers' success
 4. Taking effective steps to overcome challenging aspects of teachers' work environments
 5. Understanding the role of the Support Provider in the BTSA Induction process
 6. Respecting the confidentiality between the Support Provider and Participating Teacher
- Conduct an initial orientation to inform candidates about site resources, personnel, procedures, and policies.
- Introduce candidates to the staff and include them in the school's learning community.
- Help to focus the learning community on the state-adopted academic content standards and performance levels for students and the CSTPs.
- Participate in surveys regarding Induction graduates.
- Communicate with the Induction Coordinator regarding program effectiveness and the formative assessment system.
- Recognize that should questions arise about the pairing of candidate and mentor, it is the responsibility of the candidate to contact the District Induction Coordinator to request a mentor reassignment conference. This may be done at any time during the two-year Induction Program.

• **Agree that involvement in the Induction Program will have no bearing and play no part in the Participating Teacher's formal evaluation process and/or employment status in the school district (AB 1266).**

• Acknowledge that I have been given information by the Induction Coordinator and understand the requirements for a Participating Teacher's participation in the Early Completion Option (ECO).

This Agreement of Duties will be updated yearly during my participation in the Turlock Unified School District Induction Program.

Please print name

Position

School

Signature

Date

Turlock Unified School District Induction

1461 Lyons Ave
Turlock, CA 95380
(209) 667-2407

Induction Mentor Selection Criteria

The following criteria are those that will be considered in the selection of all new and experienced Induction mentors. Of particular importance in the selection of mentors, are those skills and experiences related to assisting other teachers, promoting success, and the ability to work well with students and fellow employees.

I. MINIMUM QUALIFICATIONS:

- A. Possesses a valid teaching credential with at least 5 years of teaching experience or successful completion of an Induction Program.
- B. Demonstrates exemplary teaching ability, as indicated by, among other things:
 - Effective lesson and unit plan organization
 - Effective communication skills
 - Subject matter knowledge
 - Mastery of a range of teaching strategies necessary to meet all the needs of pupils using a variety of learning modalities

II. District Criteria

- A. References:
Each applicant is required to submit two references: one from teacher's current administrator and one from a colleague.
- B. Curriculum and Instructional Skills:
 - Provides collegial support to staff in the elements of effective instruction
 - Models effective teaching strategies and methods that meet the needs of all students
 - Maintains a classroom environment that promotes the intellectual, social, and emotional growth of all students
 - Follows the State Frameworks, the State Curriculum Standards, and the District Initiatives
 - Serves as a role model to students, teachers, parents, and community
 - Is willing to deepen understanding of the cultural, ethnic, cognitive, linguistic, and gender needs of students and their families.
 - Possesses knowledge of effective strategies for working with students with special needs, including but not limited to English learners, resource, and GATE.
 - Possesses knowledge of technology use in the classroom.
 - Assumes or has assumed a leadership role in in-service and/or professional development programs.
- C. Human Relations Skills
 - Possesses personal qualities such as motivation, flexibility, and patience.
 - Forms positive professional relationships.
 - Works with others in a trusting, collaborative, culturally respectful way.
 - Is willing to engage in non-evaluative conversations about formative assessment with candidates.
- D. Desirable, but not required
 - Has received training in peer coaching and/or clinical supervision techniques.
 - Participates in professional or educational organizations or activities.

Turlock Unified School District Induction

1461 Lyons Ave
Turlock, CA 95380
(209) 667-2407

Induction Mentor Application Form

PERSONAL INFORMATION:

NAME: _____

HOME ADDRESS: _____

CITY and ZIP CODE: _____

HOME PHONE: _____ WORK PHONE: _____

PROFESSIONAL INFORMATION: *(please add additional pages if the space is not sufficient)*

GRADE LEVEL EXPERIENCE: _____

SUBJECT AREA EXPERIENCE: _____

ADDITIONAL CREDENTIALS (e.g. CLAD, BCLAD, Special Education)-

TEACHING EXPERIENCE:

EXPERIENCE ASSISTING PRESERVICE, NEW, OR VETERAN TEACHERS:

Consent Statement:

"I would like to be considered for a mentor position for Turlock Unified School District. I have read the attached job description and selection criteria."

Signature: _____ Date: _____

Turlock Unified School District Induction

1461 Lyons Ave
Turlock, CA 95380
(209) 667-2407

INDUCTION MENTOR RECOMMENDATION FORM

APPLICANT'S NAME: __

SCHOOL _____

NOTE: THIS FORM IS TO BE FILLED OUT INDIVIDUALLY AND CONFIDENTIALLY BY YOUR PROFESSIONAL REFERENCES. THESE RECOMMENDATIONS WILL BE READ BY THE DISTRICT BTSI INDUCTION REVIEW SELECTION COMMITTEE AS A PART OF THE PAPER SCREENING PROCESS. THE APPLICANT AGREES THAT THIS RECOMMENDATION WILL REMAIN CONFIDENTIAL. AFTER BOARD SELECTIONS ARE MADE, ALL PAPERS WILL BE DESTROYED.

Please use **black** ink to provide the following information regarding the applicant's qualifications for the position of Induction Mentor. In order to ensure full disclosure, the Selection Committee requires that this be a confidential reference. Please do not share the contents of this reference with anyone, including the person seeking it.

CURRICULUM & INSTRUCTION SKILLS

	Poor	Average	Good	Excellent
• Provides collegial support in effective instruction	1	2	3	4
• Models effective teaching strategies and methods to meet the needs of all students.	1	2	3	4
• Maintains a classroom environment that is conducive to learning.	1	2	3	4
• Possesses knowledge of/is following the State frameworks, including District Curriculum standards and the current State/District thrust of balanced literacy and math programs.	1	2	3	4
• Serves as a role model to students, staff, families and community	1	2	3	4

COMMENTS:

HUMAN RELATIONS

	Poor	Average	Good	Excellent
• Possesses personal qualities such as motivation, flexibility and patience.	1	2	3	4
• Possesses positive professional relationships.	1	2	3	4
• Works with peers in a trusting, collaborative way.	1	2	3	4
• Fosters and maintains the respect of his/her colleagues.	1	2	3	4

COMMENTS:

7/5/16|

Turlock Unified School District Induction

1461 Lyons Ave
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MENTOR RECOMMENDATION FORM Page 2

DESIRABLE BACKGROUND, BUT NOT REQUIRED

	Poor	Average	Good	Excellent
• Possesses knowledge of effective strategies for working with English Learners and other special need areas	1	2	3	4
• Participates in professional or educational organizations or activities.	1	2	3	4
• Assumes or has assumed a leadership role in in-service and/or staff development programs.	1	2	3	4

COMMENTS:

OVERALL RATING

	Poor	Average	Good	Excellent
• This candidate possesses the requisite skills to be A TUSD Induction mentor.	1	2	3	4

ADDITIONAL COMMENTS:

Printed Name and Title

Date

Signature

Early Completion Option: Application

Name: _____

Site: _____

Teaching Position: _____

☐ General Education

☐ Special Education

APPLICATION REQUIREMENTS:

1. Two or more years of prior teaching experience as a teacher of record **or** completion of an approved two-year intern program. Please check all that apply.

☐ Classroom Experience (Year 1)

Name of District/School: _____

Academic Year(s): _____

City & State: _____

☐ Classroom Experience (Year 2)

Name of District/School: _____

Academic Year(s): _____

City & State: _____

☐ Completed a Two Year Intern Program with:

Year(s) of enrollment: _____

2. Evidence of exceptional teaching practice during prior years of teaching (please attach):

☐ Evidence of documentation that applicant meets or exceeds standards-based evaluation criteria from previous teaching assignment(s) at the highest level. Three evaluations must represent two years as the teacher of record and must be from educational administrators who have observed the candidate's teaching within the last 18 months.

☐ A letter of recommendation from the current site administrator supporting the candidate's participation in ECO.

3. A well-written request to enter ECO with an explanation as to how candidate meets the criteria.

Applicant's Signature

Date

FOR PROGRAM USE ONLY:

- ☐ This candidate qualifies for the Early Completion Option.
- ☐ This candidate DOES NOT qualify for the Early Completion Option

District Coordinator Signature

Date

GOAL:	1. Provide a guaranteed and viable curriculum using effective instructional practices and a multi-tiered system of supports, from highly qualified teachers who have the necessary resources to implement CCSS successfully.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 4 5 6 7 <u>X</u> 8__ COE only: 9 10__ Local: Local Educational Agency Plan; TUSD Strategic Plan; TUSD Technology Plan
Identified Need:	<ul style="list-style-type: none"> ➤ Site equity in instructional minutes ➤ Reduced course conflicts in Master Schedules ➤ Implementation of Best Practices on a daily basis ➤ Increased opportunities, including transportation, to engage in programs that provide enrichment & college-readiness (AP, STEM, Immersion, GATE, etc) <i>(community input)</i> ➤ Timely PD & collaboration time to review student achievement data & develop rigorous lessons aligned to CCSS ➤ Increased access to Technology for students & staff ➤ CCSS-aligned instructional materials ➤ Increased math & technology support for students during & outside the regular school day <i>(community input)</i> ➤ Staff input for relevant & timely professional development 		
	Schools:	All	
Goal Applies to:	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p style="text-align: center;">LCAP Year 1: 2016-17</p> <ul style="list-style-type: none"> ✓ Appropriate assignment of 100% staff ✓ Instructional materials provided to 100% students ✓ Instructional Strolls focused on <i>TUSD's 8 Essentials of Instruction</i> to increase by 10% at site & district level, including a 5% & above increase in those averaging DEVELOPING ✓ PD made available to all staff ✓ All courses & programs accessible to students ✓ Consistent reviews, pilots, & adoptions: ELA (2017); ELD (2016); Science, Social Studies (2017+); Math reviewed in 2014 ✓ All classrooms equipped with a minimum of a teacher work station, projector, & document camera ✓ All sites equipped with the necessary technology for successful SBAC completion annually 		

*(See Attached Addendum of related data)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Attract & retain highly qualified & professional staff members: <ul style="list-style-type: none"> ✓ TUSD Teacher Induction Program, including coordinator, clerical, & SCOE registration fees; including administration. (\$467,000) ✓ Early recruitment of staff, utilizing local educator fairs. ✓ PAR (Peer Assistance Review) (\$50,000) 	District-wide TK-12	<u>X</u> ALL ----- OR: <u> </u> Low Income pupils English Learners <u> </u> Foster Youth Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$467,000 <i>Title II</i> \$50,000 <i>Supplemental/ Concentrated: District</i>
<ul style="list-style-type: none"> • Maintain & expand a TUSD Multi-Tiered System of Supports (MTSS, formerly RTI) focused on inclusion, rotation, or both, in ELA/ELD & mathematics to meet the needs of every student: <ul style="list-style-type: none"> ✓ District Online Math Programs (\$250,000) ✓ Site Math Intervention (\$108,000) TJHS-.33; DMS-.33; THS-.40; PHS-.40 FTE increase ✓ School-Hour Interventions: PHS's embedded intervention program--\$30,000 (software, PD, collaboration, Chromebook Cart) 	District-wide TK-12 DMS, TJHS, PHS, THS PHS	<u>X</u> ALL ----- OR: <u> </u> Low Income pupils English Learners <u> </u> Foster Youth Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$388,000 <i>Supplemental/ Concentrated: District</i>
<ul style="list-style-type: none"> • Provide EL students with appropriate, standards-based English Language Development instruction until re-designation (daily inclusion ELD instruction): <ul style="list-style-type: none"> ✓ District 3 ELD Instructional Coaches (\$335,000), Director of Curriculum & Instruction (\$162,000), & Coordinator of ELs (\$106,500). ✓ THS Newcomer ELD Academy & PHS EL Support Periods (\$73,700): THS-.60; PHS-.40 FTE increase ✓ SDAIE College-Prep Courses, with ELs strategically grouped (no cost) 	District-wide TK-12 PHS, THS 7-12	<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u>X</u> English Learners <u> </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$335,000 <i>Title III</i> \$180,200 <i>Supplemental/ Concentrated: District</i> \$162,000 <i>Base: District</i>

<ul style="list-style-type: none"> Support expansion of Dual Immersion & middle school model at Dutcher Middle School: <ul style="list-style-type: none"> ✓ Campus Supervisor Coordinator ✓ Health Technician ✓ Dean of Student Position 	DMS	<u>X</u> ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups: _____	\$193,600 <i>Supplemental/ Concentrated: District</i>
<ul style="list-style-type: none"> Provide additional 1.0 FTE for PE Teacher at DMS to support physical education program & accommodate visual/performing arts' focus. 	DMS	<u>X</u> ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups: _____	\$73,700 <i>Base: District</i>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ✓ Appropriate assignment of 100% staff ✓ Instructional materials provided to 100% students ✓ Instructional Strolls focused on <i>TUSD's 8 Essentials of Instruction</i> to increase by 10% at site & district level, including a 5% & above increase in those averaging DEVELOPING ✓ PD made available to all staff ✓ All courses & programs accessible to students ✓ Consistent reviews, pilots, & adoptions following timeline: ELA (2017); ELD (2016); Math (2014); Science, Social Studies (2017+) ✓ All classrooms equipped with a minimum of a teacher work station, projector, & document camera ✓ All sites equipped with the necessary technology for successful SBAC completion annually <p>*(See Attached Addendum of related data)</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Attract & retain highly qualified & professional staff members: <ul style="list-style-type: none"> ✓ TUSD Teacher Induction Program, including coordinator, clerical, & SCOE registration fees; including administration. (\$467,000) ✓ Early recruitment of staff, utilizing local educator fairs. ✓ PAR (Peer Assistance Review) (\$50,000) 	District-wide TK-12	<u>X</u> ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups: _____	\$467,000 <i>Title II</i> \$50,000 <i>Supplemental/ Concentrated: District</i>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- ✓ Appropriate assignment of 100% staff
- ✓ Instructional materials provided to 100% students
- ✓ Instructional Strolls focused on *TUSD's 8 Essentials of Instruction* to increase by 10% at site & district level, including a 5% & above increase in those averaging DEVELOPING
- ✓ PD made available to all staff
- ✓ All courses & programs accessible to students
- ✓ Consistent reviews, pilots, & adoptions following timeline: ELA (2017); ELD (2016); Math (2014); Science, Social Studies (2017+)
- ✓ All classrooms equipped with a minimum of a teacher work station, projector, & document camera
- ✓ All sites equipped with the necessary technology for successful SBAC completion annually

*(See Attached Addendum of related data)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Attract & retain highly qualified & professional staff members: <ul style="list-style-type: none"> ✓ TUSD Teacher Induction Program, including coordinator, clerical, & SCOE registration fees; including administration. (\$467,000) ✓ Early recruitment of staff, utilizing local educator fairs ✓ PAR (Peer Assistance Review) (\$50,000) 	District-wide TK-12	<u>X</u> ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups: _____	\$467,000 <i>Title II</i> \$50,000 <i>Supplemental/ Concentrated: District</i>
<ul style="list-style-type: none"> • Maintain & expand a TUSD Multi-Tiered System of Supports focused on inclusion, rotation, or both, in ELA/ELD & mathematics to meet the needs of every student: <ul style="list-style-type: none"> ✓ District Online Math Programs (\$250,000) ✓ Site Math Intervention (\$108,000) TJHS-.33; DMS-.33; THS-.40; PHS-.40 FTE increase ✓ School-Hour Interventions: PHS's embedded intervention program--\$30,000 (software, PD, collaboration, Chromebook Cart) 	District-wide TK-12 DMS, TJHS, PHS, THS PHS	<u>X</u> ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups: _____	\$388,000 <i>Supplemental/ Concentrated: District</i>

Rationale -Program Standard 3: According to the Commission on Teacher Credentialing (CTC), the Individualized Learning Plan (ILP) must address the California Standards for the Teaching Profession (CSTPs) and provide a roadmap for candidates' induction work during their time in the program along with guidance for the mentor in providing support.

The ILP must be collaboratively developed at the beginning of induction by the candidate and mentor, with input from the principal (Triad Conversation) regarding the candidate's job assignment, and guidance from program staff. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however the candidate and the mentor may add additional goals based upon the candidate's professional interests, including but not limited to, advanced certifications, additional content area literacy, and early childhood education.

The ILP should be written in narrative form in order to best document and explain the focused cycles of inquiry (action research).

The ILP must include the following:

- Candidate professional growth goals
- Candidate goals for addressing the CSTPs
- A description of how the candidate will meet those goals
- Defined and measurable outcomes for the candidate
- Planned opportunities to reflect on progress and modify the ILP
- Professional learning and support opportunities for practice and refinement to best reach all students

Candidate:		School Year:	
		Induction Year: (Year 1, Year 2, ECO)	
Grade Level / Assignment:		School Site:	
Mentor:		Admin Name:	

A requirement of the Induction Program is that candidates demonstrate growth in each of the six California Standards for the Teaching Profession (CSTP). Additionally, each year in the program, you will select a minimum of one CSTP for a more in depth focus, as your area of study for professional growth.

An Individual Learning Plan (ILP) provides the roadmap for your induction work as well as guidance for your mentor in providing support and coaching. Your goals will drive your self-assessments, research, professional development, and inquiry focus. Your mentor will use your identified CSTP standard(s) to collect evidence of your growth and mastery over time.

I. Map out Your Ideas Where Are You Going?

CSTP Goals	California Standards for the Teaching Profession:	
CSTP <i>Highlight the CSTP(s) related to your goal</i>	<ol style="list-style-type: none"> 1. Engaging and Supporting All Students in Learning 2. Creating and Maintaining Effective Environments for Student Learning 3. Understanding and Organizing Subject Matter for Student Learning 4. Planning Instruction and Designing Learning Experiences for All Students 5. Assessing Students and Learning 6. Developing as a Professional Educator 	
Specific CSTP Elements: <i>List the elements on which you will be working related to each standard selected above</i>	<ul style="list-style-type: none"> • • • 	
Personal Goal Statement: Example: "I will learn and implement multiple routines & procedures to maximize instructional time and decrease off-task behavior."		
(CoP) Self-Assessment Level	Current Placement	Expected Outcome
Describe your placement on the Continuum of Teaching Practice (CoP) in relation to the focus CSTP:		
Describe the challenge: (Why is this goal relevant to you and your teaching context?)		
Mentor Input: Based on evidence (observation, conversation, student data, etc.)		
Site Administrator Input: Based on school site goals, district initiatives, and/or PLC SMART Goals (Triad Conversation)		

II. Measurable Outcomes: What do You Hope to Accomplish?

What measurable outcomes would you expect in student achievement as a result of meeting the goals of your Individual Learning Plan?	
How will student achievement be measured?	

III. Planning Your Route

You may change direction throughout the year, so feel free to strike out what was written and add new information. This is a living document, so we expect to see what you have been through and what you have thought about during this journey.

Proposed ACTIONS: List the steps you plan to take to reach your goal. (specific activities, tasks, readings, research, strategies, etc.) <u>Minimum of 3 required</u>	
RESOURCES: List resources, individuals, or systems of support that will be needed (e.g., mentor, instructional coach, PLC team, professional development, book study, etc.) <u>Minimum of 3 required</u>	
TECHNOLOGY: Describe the technology that will be utilized during the implementation of your ILP.	

IV. The Journey

This is where you begin keeping a "journal" of your endeavors. This should be written in narrative format and should demonstrate decisions you have made with reflection both during the journey and at the end of the journey. Below you will find some helpful guides/questions to answer along the way and to include in your journal.

Tracking Action Steps				
Date:	ACTIONS Describe implementation in detail; persons or resources involved; time spent; and technology utilized.	IMPACT on TEACHING & LEARNING Describe instructional effectiveness associated with the action; explain the student outcomes (include EL, SN, Adv./GATE students); and provide analysis of data collected.	EVALUATE the IMPACT <div> <div>Unsuccessful</div> <div>successful</div> </div> <div>1 2 3 4 5</div>	
			EVIDENCE (list/describe)	
Reflecting on your progress towards achieving your goal				
Share your learning about				

student development, instructional practice, academic content, and/or yourself as a teacher. (Include mentor feedback)	
How will the data be used to enhance planning and instruction? What are your next steps toward meeting the goal of your ILP?	

V. Reflection and Closing Thoughts:

We can't call this the "end of the road" or "your arrival" because teaching is one continuous journey. Think of this section of your narrative as a brief stop along the way. Your journey will continue as the very best teachers continue to learn and grow every day.

As you wrap up this year's Individualized Learning Plan, use the guide below to help you reflect on the overall journey.

To what extent did you meet your ILP goal or answer your ILP question? In relation to your current placement on the CSTP CoP, upload and <u>describe</u> three pieces of evidence.	
How did this learning impact your students overall? a. All students b. English Learners c. Special Education d. Advanced/GATE	
Share your learning about student development, instructional practice, academic content, and yourself as a teacher.	
Reflect on the district initiatives and how your ILP supported one or more of them: Opening Doors for More: Student Achievement, Best Practices, College & Career Readiness, Technology, Safety & Security, and Leadership.	
How will this learning impact your future teaching? Describe your possible/ probable next steps in relation to your ILP.	

Event	Date	Room	Time	Topic(s)
TUSD Induction New Teacher Training	8/1/17	PDC	8:30-12:30	-Intro to district -Open to coaching -Meet and Greet -Instituting procedures in your classroom
TUSD Induction New Teacher Training	7/27/17	DO 102	8:30-12:30	
New Induction Mentor Training	8/2/17	PDC	8:30-3pm	-Providing honest feedback -Mentoring purpose -Practice -Action Research -TUSD's ILP -5D+ Training - <i>Mentoring Matters (1,6,13)</i> -Meeting Adult learners where they are(<i>Tell Me So I Can Hear You</i>)
New Induction Mentor Training	8/9/17	PDC	8:30-3pm	
TUSD Induction Kick-Off (everyone together)	8/17/17	PDC	3:30-6:30	-MOUs -Intro to Action Research -Classroom Make up -Monthly Observations -Choosing ILP Research -Procedures
TUSD Induction Kick-Off (everyone together)	8/21/17	PDC	3:30-6:30	
Induction SCOE Mentor Meeting	9/6/17	DO 102	3:30-4:40	-SCOE information
Induction Advisory Council	9/7/17	DO 102	4:00-5:00	-First month of TUSD program
TUSD Induction Seminar 1A – Elementary Teachers	9/13/17	PDC	3:30-6:30	-CSTP 1 and 2 -Learning from Observations -Inquiry cycle w/ILP -Focus on elementary
TUSD Induction Seminar 1A – Secondary Teachers	9/14/17	PDC	3:30-6:30	-CSTP 1 and 2 -Learning from Observations -Inquiry cycle w/ILP -Focus on secondary
TUSD Induction Seminar 1B – Secondary Teachers	9/20/17	PDC	3:30-6:30	
TUSD Induction Seminar 1B – Elementary Teachers	9/21/17	PDC	3:30-6:30	
Induction SCOE Mentor Meeting	10/4/17	DO 102	3:30-4:30	-SCOE information and ILP work
TUSD Induction Mentor Support Seminar	10/11/17	PDC	3:30-6:30	-Coaching practice (consulting, collaborating coaching,) -Double entry journals for mentors – Temperature Check -Balancing support with challenge (<i>Mentoring Matters, 44</i>) -Verbal tools (<i>Mentoring Matters,</i>)
TUSD Induction Mentor Support	10/12/17	PDC	3:30-6:30	

Seminar				
Induction SCOE Mentor Meeting	11/8/17	DO 102	3:30-4:30	-SCOE Information
Induction Advisory Council	11/9/17	DO 102	4:00-5:00	
TUSD Induction Seminar 2A – Elementary Teachers	11/15/17	PDC	3:30-6:30	-CSTP 3 & 4 -Educational Equity -Elementary focus -ILP Work -Mid-year survey
TUSD Induction Seminar 2A – Secondary Teachers	11/16/17	PDC	3:30-6:30	-CSTP 3 & 4 -Educational Equity -Secondary focus -ILP Work -Mid-year survey
TUSD Induction Seminar 2B – Secondary Teachers	11/29/17	PDC	3:30-6:30	
TUSD Induction Seminar 2B – Elementary Teachers	11/30/17	PDC	3:30-6:30	
TUSD Induction Mentor Support Seminar	12/6/17	DO 102	3:30-6:30	-Giving feedback in the moment (<i>TMSICHY</i> , 129)-- Levels of Listening (<i>TMSICHY</i> , 141) -Practice -Temperature check discussion -Looking at ILPs
TUSD Induction Mentor Support Seminar	12/7/17	DO 102	3:30-6:30	
Induction SCOE Mentor Meeting	1/10/18	DO 102	3:30-4:30	
TUSD Induction Seminar 4A – Elementary Teachers	1/17/18	PDC	3:30-6:30	CSTP 5 & 6 -Seeking out and Growing from Feedback -Developing a vision of learning (<i>MM</i> , 65) -ILP Work -Survey answers & moving forward -Elementary Focus
TUSD Induction Seminar 4A – Secondary Teachers	1/18/18	PDC	3:30-6:30	CSTP 5 & 6 -Seeking out and Growing from Feedback -Developing a vision of learning (<i>MM</i> , 65) -ILP Work -Survey answers & moving forward -Secondary focus
TUSD Induction Seminar 4B – Secondary Teachers	1/24/18	PDC	3:30-6:30	
TUSD Induction Seminar 4B – Elementary Teachers	1/25/18	PDC	3:30-6:30	
Induction Advisory	2/8/18	DO 102	4:00-5:00	

Council				
TUSD Induction Mentor Support Seminar	3/7/18	DO 102	3:30-6:30	-Mentoring practice based upon survey answers
TUSD Induction Mentor Support Seminar	3/14/18	DO 102	3:30-6:30	
TUSD Induction Seminar 5A – Elementary Teachers	3/8/18	PDC	8:15-3:15*	Work day for part of the day – ILP analysis and practice evaluating -technology tools -testing
TUSD Induction Seminar 5A – Secondary Teachers	3/15/18	PDC	8:15-3:15*	Work day for part of the day – ILP analysis and practice evaluating -technology tools -testing
TUSD Induction Seminar 5B- Elementary Teachers	3/20/18	PDC	8:15-3:15*	
TUSD Induction Seminar 5B – Secondary Teachers	3/22/18	PDC	8:15-3:15*	
SCOE Induction Mentor Meeting	4/11/18	DO 102	3:30-4:30	
Induction Advisory Council	4/12/18	DO 102	4:00-5:00	Year 1 Review
(Extra)TUSD Induction	4/18/18	PDC	3:30-6:30	
(Extra)TUSD Induction	4/19/18	PDC	3:30-6:30	
TUSD Induction Seminar 7A – All Teachers Finale	5/8/18	PDC	3:30-6:30	-Pulling it all together -Reflection -Setting challenges for next year -Advice for a newbie -“Campfire”
TUSD Induction Seminar 7B – All Teachers Finale	5/9/18	PDC	3:30-6:30	
TUSD Induction Seminar 7C – All Teachers Finale	5/10/18	PDC	3:30-6:30	
ILP Reads	5/14/18	PDC	3:30-6:30	
ILP Reads	5/16/18	PDC	3:30-6:30	
ILP Reads	5/17/18	PDC	3:30-6:30	